



Instructions for Special Education Services Referral Form

If guidance and direction is needed, contact the special education administration in your building.

Section A – Referring Party

- Document the name of the referring party and circle their title.
- If other, please specify role. (Grandparent, Outside Agency, Non-Teaching Staff, Guardian, etc.)
- Either parent can refer a child for special education services at any time.

Section B – Referral Question

- Identify the specific concerns regarding the child's performance including the adverse impact on the educational setting in the form of a question (e.g. Is the child's inability to comprehend grade level literature due to a learning disability?).
- The question will assist the IEP Team in determining appropriate evaluations, if necessary, this section should not include requests for specific evaluations.
- The question should not include generic concerns (not completing work, can't sit still, inappropriate behavior, not a good reader, etc.).
- If a parent referral, the question should include the parent's concerns for the education of their child as they relate to the suspected disability.

Section C – Parent Input

- Documents conversation(s) (phone, email, letters, etc.) that identify parent concerns.
- Parent concerns must be solicited and documented in this section.
- If a parent referral, parental input should be documented throughout the referral form.

Section D – Other Input

- Documents input from outside agencies or other providers (if applicable).
- Could include outside evaluations provided by the family.

Section E – Previous Special Education Referral

- Documents if the child has been referred and/or received special education services in the past.
- If yes, special education documents should be included in the child's cumulative file and considered as part of the referral.

Section F and G – Hearing and Vision

- Must be completed to ensure that the evaluation results are valid and reliable.
- Should indicate if the child requires glasses or hearing aids.

Section H – Strengths and Weaknesses

- Every single box is not required to be completed, but the boxes checked should be directly related to the referral question(s).
- Areas checked should be outside of the "average range" (25th-75th percentile), and should be supported by multiple and reliable data sources and attached to this document.
- If "Other" is checked, it should be specified and supporting documents should be included.

Section I - Attendance

- Attendance trends should be identified and may require data from more than one year.

Section J – Recent Academic Assessments

- This information should be included to enable appropriate identification of strengths and weaknesses in the child’s educational performance.
- If an assessment is listed, all subsequent sections (date administered, score, etc.) should be completed.
- Provide information that captures the child’s performance when compared to their typically developing peers.
- Assessment data more than 3 years old should not be included.

Section K – In-Class Interventions (Tier 1)

- If an in-class intervention was attempted, check whether the intervention was successful or unsuccessful.
- If an in-class intervention was not attempted, leave the box blank.
- If “Other” is indicated, please specify the intervention.
- The duration of the attempted interventions should be included as well.
- This section cannot be left blank.

Section L – Targeted Pre-Referral Interventions (Tier 2/3)

- Local pre-referral policy should be consulted prior to completion of this section.
- Tier 2/3 services could include: Title 1, reading and mathematics interventions, behavioral consultation, PBIS, etc.
- *Intervention Provided* should include the specific skill deficits and the specific program used.
- *Frequency and duration* should include the length and intensity of the intervention.
- *Adequate Progress* is measured by multiple data points that show evidence of trends towards the target.
- The intervention being implemented should include tools that allow for adequate progress monitoring.

Section M – Other Factors and Interventions

- Other factors could include: homelessness, hospitalizations, highly mobile, family disruptions, etc.
- *Other Regular Education Related Services* could include: social work, guidance counseling, behavior consultation, substance abuse counseling, JMG, Alternative Education, CTE, credit recovery programming, outside agency involvement, learning labs, etc.
- *English Language Learners* should document two years of ACCESS scores, dates of administration from initiation of services, and frequency of ELL instruction.

Section N – Dates and Signature(s)

- The *Date Received* by SAU is defined by local policy and could initiate regulatory timelines.